DOCUMENT RESUME

ED 130 694 JC 760 573

AUTHOR Sutherland, Alphonzo A.
TITLE A Comparative Study of Student and Faculty Attitudes in the Los Angeles Community College Overseas (1975-76).
PUB DATE Jan 76
NOTE 33p.; Ed.D. Practicum, Nova University

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS College Faculty; Community Colleges; Educational Objectives; External Degree Programs; *Junior Colleges; *Military Personnel; *Student Attitudes; *Student Characteristics; *Teacher Attitudes
IDENTIFIERS *Los Angeles Community College Overseas

ABSTRACT

The purpose of this study was to develop a data base of expectations and perceptions held by students and faculty in the Far Eastern Division of Los Angeles Community College Overseas (LACC], which provides educational programs for military personnel in Korea. The study was further intended to replicate an earlier study of student/faculty perceptions in 13 California Community colleges. Data were obtained by asking LACCO students to rank forced choices concerning what they looked for when entering a classroom for the first time, and what a community college should help students acquire. Reasons for enrolling in a class and demographic information were also elicited. LACCO faculty were similarly asked what they thought students looked for when they entered a class, and what qualities they wanted their students to gain. Usable responses were provided by 360 students (41.6%) and 22 of 52 faculty. The typical LACCO student was found to be male, married, 25 years old, making his first attempt at college, and undecided about his academic major. Both students and faculty ranked "specific learning objectives" first among the variables looked for by students, while students and faculty in the California study ranked "professor's personality" first. The pragmatic, goal-oriented nature of the military student as compared to his non-military counterpart is supported by further significant differences in the findings of the two studies. (BL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130694

A COMPARATIVE STUDY OF STUDENT AND FACULTY ATTITUDES IN THE LOS ANGELES COMMUNITY COLLEGE OVERSEAS (1975-76)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BY

Alphonzo A. Sutherland, M. S. B. A.

EL PASO COMMUNITY COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY
January 1976

JC 760 573

TABLE OF CONTENTS

Page

ABSTRACT..... iv

INTRODUCTION 1

BACKGROUND AND SIGNIFICANCE 2

PROCEDURE 7

RESULTS 10

RECOMMENDATIONS 22

LIST OF TABLES

TABLE		PAGE
I	Survey data for students of Los Angeles Comunity College, 1975 - 1976	13
II	Rank-Ordered Responses of Students at Seven Campuses (LACC-1975). Question 1	15
III	Rank-Ordered Responses of Instructors at Seven Campuses (LACC-1975). Question 1	16
IV	Rank-Ordered Responses of Instructors at Seven Campuses (LACC-1975). Question 2	17
V	Rank-Ordered Responses of students at Seven Campuses (LACC-1975). Question 2	20

ABSTRACT

This practicum as the first of a projected series of studies at the Los Angeles Community College Overseas (LACC). The study presented here was designed to develop a data base of student/faculty expectations and perceptions. LACC wanted to meet the goals and expectations of the military community it serves but lacked the feedback normally available to college administrators. The results of the study would act as the basis for design/development of means to capture the required sensings.

The Far East Division of LACC, operating in the Republic of Korea, is unique. It operates a number of mini-campuses at 18 locations throughout the Republic. It does this without a permanent faculty or fixed property. During the period of this study it had more than 1800 students enrolled and an active faculty of 104 instructors.

The study was a partial replication of a study being conducted by Dr. D. Y. Roberts at Texas Tech University. The Roberts study is based upon the rank ordering of responses to questions about goals and expectations. It was considered appropriate for comparison with LACC since the data available was taken in surveys at 13 California community colleges. The LACC survey obtained data from 22 instructors and 390 students. The data was tabulated and compared with the urban group of the Roberts study.

The study found a difference in attitudes between LACC students and those of

other community colleges, as represented by the Roberts group. The result was not unexpected. LACC students were military or military related. Mature and success oriented, they rank ordered their choices pragmatically. In every case the reflected a preference for courses which enhanced their careers.

The study recommended that LACC use the findings as the point of departure for further studies. It specifically recommended a refinement of the profile which was developed, a consideration of more faculty involvement and an analysis of the achievement of "open door" students.

INTRODUCTION

This study was proposed to answer for the Los Angeles Community College Overseas (LACC) questions about and develop a profile of both the faculty and student body. The profile would be in the context of expectations and interests. This data was considered essential to any evaluation of the college's responsiveness to student goals and it's effectiveness in meeting them. There was a possibility that the administrators had not recognized the potential differences in attitudes and motivations between a largeley military community and a civilian one. If such a difference existed then it would impact on decisions in every situation where student attitude was a factor. The study which is reported here was undertaken at the request and with the assistance of Mr. Neil Farren, Area Director-Korea who shared these concerns.

LACC is itself unique, it operates in the Republic of Korea without a permanent faculty and does not own any fixed plant. Course are offered on the basis of need, interest and availability of qualified instructors. In an effort to take the college to the student, classes are held a many outlying and isolated military bases. LACC spans the Republic in locations as much as 150 miles apart. This uniqueness presents a challange to those concerned with providing higher education to all comers. Although the system has been in operation for more than three years its collective experience does not provide the kind of sensings normally available to college administrators. Rapid turnover of students and faculty tends to creat a limited institutional memory.

BACKGROUND AND SIGNIFICANCE

To appreciate the Area Director's concern about his student body and faculty some background on the military community and LACC is essential. U.S. Armed Forces have been stationed in the Republic of Korea since the conflict of 1950. All three branches of service are represented with the Army comprising the larger force. Also present are a number of civilian employees of the Department of Defense and American contractors. Until 1972, the presence of military dependents was limited to a few key personnel, Subsequently, a greater number of positions were so designated and in addition service members were permitted to bring their families at their own expense. At the time of this study the community to be served by LACC contained all the groupings found in a normal community with some important differences. The preponderance of military personnel serve a 13 month tour in the Republic with the remainder staying 25 months. As a group they are economically stable and fully employed. Individually they range from semi-skilled to professional in training and capablities.

Los Angeles Community Colleges Overseas was launched in 1971. It was the outcome of series of consulatations between the Department of Defense and the University of Southern California. The purpose of these consultations was to attempt the implementation of a community college program to complement the extensive four year and graduate offerings already available to service personnel at many bases overseas.

LACC Overseas was the result and is a viable college within the larger system of Los Angeles Community Colleges. It has as its stated goals; the provision of advancement for all individuals, to aid in making service in the Department of Defense a model of equal opportunity, helping service members to make a successful transition to civilian life and a contribution to the improvement of our overall society.

LACC offers a variety of Vocational-Technical and General Education programs. Enrollment in a course establishes residence credit with Los Angeles Community College and may lead to an Associate Degree or Career Education Certificate. Additionally, LACC has been designated as a Servicemen's Opportunity College (SOC). All SOC have agreed to adopt basically similiar policies with regard to admission, transfer and residency. This provides the service member with an important and until now unobtainable flexibility, studies taken in one area of assignment could be continued at the next station with degree and certificate programs unchanged. Essentially LACC operates as an "Open Door" college admitting all applicants as long as they can benefit from the experience.

When this study began LACC operated at 18 locations throughout the Republic. To provide maximum exposure for educational experiences the Academic Year has been divided into five 8 week terms. Normally two terms are held in the fall and three terms between January and July. During Term II, 1975-76 a total of 146 courses were offered and student enrollent exceeded 1800.

Much like the greater society it represents, the Armed Forces believes that formal education is a major consideration in the development of an enlightened military community. Emphasis on education by military leaders has led, in some cases, to the use of "credentialism" as the basis for advancement. It is suspected that for the most part it is this motivation which prompts the LACC student to enroll.

The validity of this study is supported by the sensing of the Director. He is concerned with both the end goals of his student body and the degree to which his institution is meeting them. His concern is not an isolated one. The number of such programs being offered to military personnel, in overseas areas, is increasing. The effectiveness in meeting the needs of this particular population is vital to a successful integrated long range program. For LACC the problem lies first identifying the expectations of its students and secondly in ascertaining the attitude of its faculty toward supporting those expectations. The latter is made more difficult due to the requirement to operate through DOD educational directors at each location and the absence of any permanent faculty who would participate in college governance.

As indicated earlier there was some personal concern about the ability of LACC to meet student expectations. It was this motivation and the support of the Director which promted this practicum. The problem was not considered inappropriate sine it contained all of the elements (researchable problem, proposal

development, etc.) considered to be desired outcomes of the Applied Research and Evaluation module. On the initial assumption that LACC is not materially different from other community colleges, current literature on faculty and student attitudes was reviewed.

Community college faculty see their primary roll to be one of instruction and usually concertrate their efforts or participation in governance matters which impact on that role. Dr. Young Park in his study of Junior college faculty views and perceptions generally found faculty to have gained both identity and status. Based upon his investigation with 379 faculty members (141 part-time instructors) at three colleges, he concluded most faculty in fact isolated themselves from their work and tended to reject their institution (PARK 1971).

William Moore Jr., in Against the Odds, found teachers at fault in open door colleges with high drop out rates. He pinpoints a number of problems which he contends arise from poor attitudes toward marginal students and the desire of teachers for the status associated with higher education (MOORE 1970).

In 1973, the Washington State Board for Community College Education published Counseling: Bridging the Gap between Reality and Expectations. The report indicated that colleges could assess the degree to which they met student expectations through the drop-out rate. They felt that the college should be concerned with the whole person, with the end goal a more integrated individual. They strongly recommended student input into decision making processes on

program offerings.

McKenzie and others, at El Paso Community College studied the expectations and attitudes of 230 evening students. They found the group to be of average or above intellectual capacity for good or better academic achievement. With backgrounds similiar to our initial impression of the LACC student body, their vocational objectives were centered on career enhancement as opposed to reinforcing. There was little inclination toward the rigid disciplines of science or engineering.

Norris Blai evaluated the values and perceptions of students and faculty at two junior colleges. 427 students were asked to rank order a set of terminal values. They selected: happiness, mature love, freedom, comfortable life and Self Respect in that order. Faculty ranked ability to evaluate at the top and a sensitivity to a world of beauty at the bottom. Faculty and students agreed only the ranking of "preparation for further education" among the first six choices (BLAI 1973).

Although the literature reviewed does not deal with military student groups, it is relevant in the sense that it provides a background for understanding basic attitudes. If as the Area Director suspected, his group is different, then some extent of the deviation can be derived.

PROCEDURES

The desired end product of this study was the determinant in the selection of the methods employed in the evaluation. What was desired was a data base for other areas of profitable inquiry. Three specific areas of information were required, a profile of the student body, a description of student expectations, and a similiar description of faculty attitudes in the same context.

The vehicle chosen for obtaining attitude and expectation data was a partial replication of a study by Dr. Dayton Roberts of Texas Tech University. That study is primarily concerned with faculty attitudes and is still on-going with only partial results available. Its use was considered particularily meaningful since the data available was obtained from 13 community colleges in california. Basically the Roberts Study asked two questions of instructors and one of students. In each case a number of responses were provided and the response was asked to rank order them. The Roberts Study is oriented toward instructors and some modification was necessary. To provide a better cross-correlation of expectations, a second question was added to the student survey. Students were asked to respond to two questions:

1. As a student, what do you look for when you enter a classroom for the first time?

2. What should the community college help students acquire?

Instructors were also asked to respond to two questions:

1. As instructor, what do you think students look for when they enter a classroom for the first time?

2. As an instructor, what qualities do you want your students to gain?

Both groups were asked to rank-order six or seven forced choices. No open-ended choice was permitted. Sample forms with the responses are shown in the appendix.

The data was obtained on the two forms during a survey taken in Term II. The student form also included a request for demographic data on the reverse side. Included in the demographic data were two questions to assist in the evaluation of individual responses. These were (1) Why are you enrolled in the course? and (2) Does the course fit into your overall program?

The data collection plan called for a survey of the total enrollment during Term II. The limitations of such a plan (low response, uneven returns, possible stratification, tec.). were recognized. These were balanced against the real limitations of time and money to conduct a more controlled survey at each location. Further, I discounted the possibility of an incomplete consus based upon the compliance orientation of military personnel. This was later proved an erroneous assumption. Recognized limitations on both sides soon made it evident that a full census would not be accomplished. At this point the decision was made to limit the survey to seven campuses, which would provide a homogenous cross section of both faculty and student composition.

The data was tabulated by campus location and by total response for all questions. The choice receiving at simple majority was taken as the campus' ranking of that response. The results were compared with the composite rankings of the Roberts group.

The data was used to test the hypothesis "there is no difference in the attitudes of students or faculty in the community represented by LACC." Testing rested on the assumption that both samples were drawn from the single population of all community college students/faculty, which is normally distributed and technically infinite. Some measure of statistical significance was desirable and a simplistic approach was taken. The results of both studies were considered as separate observations. That is 13 campuses for the Roberts group and 7 campuses for LACC represented the total number of observations which could be evaluated. Data was arranged in a "two by two" table of observed and expected frequencies. The table used AGREE and NOT AGREE categories for each group. The Roberts group was taken as the base line and for every response it was given an observed frequency of AGREE=13/NOT AGREE=0. For each response to a given question such a calculation was made and a Chi-Square value obtained. A significance level of .01 was selected as the criteria for rejection of the hypothesis.

RESULTS

As indicated in the foregoing section, the initial plan for a full census was abandoned. Early returns from the campuses were irregular. Local educational directors did not respond to our request for assistance and in some cases delayed distribution until the start of Term III. At this point the survey scheme was revised to use fewer campuses. Of the 18 mini-campuses, four were offering only one course and could be eliminated without significant change to the quality of the sample. One half the remaining locations were then chosen for the survey. They were selected to include all geographical areas, an isolated location, major population centers, and populations with all branches of the Armed Forces. These campuses had an approximate enrollment of 864 at the start of Term II, from a total enrollment of 1879 or 46%. One half of the instructors scheduled for Term II were also in the group chosen for the survey.

The final response to the survey was not total. However, the response was more than enough to satisfy any requirements of sample size. Twenty two of the 52 instructors completed the survey. After screening, 360 student surveys (41.6%) were accepted. Those rejected were for imcomplete response or failure to properly rank order. The sample contained students and instructors from all programs offered by LACC and included both required and elective courses.

Non-response was not considered to be real factor in the results obtained.

Although only 41% of the students responded they were evenly distributed throughout the campuses selected and in the same areas of study. Most non-responses resulted from difficulties in distribution and collection of the survey forms. The campuses are separated both from each other and from supervising education centers, who were the coordinators. Additionally both instructors and students were often called away to military duties and did not complete the survey. Time limitations for completion of this study finally forced an evaluation with the data available.

Before we attempt an analysis of the results it would be helpful to know who the "student" is. A demographic profile was developed from the survey data at Table 1. Our typical student is a male service member, married, with a median age of 25 years. He is still undecided about his academic career but is strongly pulled toward vocational-technical subjects. This is his first attempt at college level work and he selected his courses based on his interest in the subject and the fact that it would fit into his program. With this background we could begin testing our hypothesis. The question asked both students and faculty ("What do you look for when you first enter a classroom") was selected as the issue for acceptance or rejection. LACC is viewed as an essentially urban community college. The general character of the military community supports this categorization. The attitudes and mores are closer to urban, career service people having broader experiences and cosmopolitan tastes.

TABLE I

SURVEY DATA FOR STUDENTS OF
Los Angeles Community College, 1975-76
(N = 360)

ITEM	TOTAL	%
STATUS:		
MILITARY	324	.90
MILITARY DEPENDENT	4	.01
GOVT EMPLOYEE	18	.05
OTHER	14	.04
SEX:		
MALE	306	.85
FEMALE	54	.15
MARITAL STATUS:		
MARRIED	241	.67
SINGLE	119	.33
AGE:		
18 - 22	120	.33
23 - 27	118	.33
28 - 32	49	.14
33 - 37	29	.08
38 - 42	30	.08
OVER 43	14	.04
ACADEMIC MAJOR:		
ENGINEERING	12	.03
HUMANITIES	22	.06
SOCIAL SCIENCE	79	.22
VOCATIONAL/TECHNICAL	108	.30
PHYSICAL SCIENCE	4	.01
UNDECIDED	135	.38
ACADEMIC STANDING:		
0 - 15 CREDIT HOURS	205	.57
16 - 30 CREDIT HOURS	65	.18
OVER 30 CREDIT HOURS	90	.25

TABLE 1 (Cont'd)

ITEM	TOTAL	%
WHY ARE YOU ENROLLED IN THIS COURSE:		
IT IS A REQUIRED COURSE	47	.13
THE ONLY COURSE OFFERED	11	.03
INTERESTED IN THE SUBJECT	302	.84
DOES THE COURSE FIT INTO YOUR OVERALL PROGRAM?		
YES	299	.83
NO	61	.17

The results of both the student (Table II) and faculty (Table III) responses were tabulated and compared with the urban group from the Roberts Study. As indicated in the procedures section, the individual responses were tested for significance using the Chi-Square test. The values obtained were all significant at the .01 level. Therefore the hypothesis was rejected, that is there was a finding of a difference in attitudes expressed by LACC students and faculty.

TABLE II

RANK-ORDERED RESPONSES OF
STUDENTS AT SEVEN CAMPUSES (LACC-1975)

QUESTION 1:

AS A STUDENT, WHAT DO YOU LOOK FOR WHEN YOU ENTER A CLASS FOR THE FIRST TIME?

Response \ Campus Location	Cp Long	Cp Stny	OSAN	Taegu	Cp Hump	Y-san	Pusan	LACC Composite	Roberts Study
Course reading requirements	5	2	3	2	2	2	2	2	5
Types of tests given	4	6	4	4	4	5	4	4	7
A friend in the class	7	7	6	7	7	7	7	7	6
Specific learning objectives	1	1	1	1	1	1	1	1	2
Professor's grading system	3	5	5	5	6	4	3	5	3
Number of requirements	2	3	2	3	3	3	5	3	4
Professor's personality	6	4	7	6	5	6	6	6	1

* Represents the ranking given by the majority of the group.

TABLE III

* RANK-ORDERED RESPONSES OF
INSTRUCTORS AT SEVEN CAMPUSES (LACC-1975)

QUESTIONS 1:

AS A PROFESSOR, WHAT DO YOU THINK STUDENTS LOOK FOR WHEN THEY ENTER A CLASS FOR THE FIRST TIME?

Response / Campus Location	Cp Long	Cp Stnly	OSAN	Taegu	Cp Hump	Y-san	Pusan	LACC Composite	Roberts Study		
									Urban	Sub-urban	Rural
Course reading requirements	5	4	4	2	6	4	5	4	4	4	5
Types of tests given	2	2	6	4	5	3	6	3	5	6	6
Friends in the class	6	7	3	6	4	7	7	7	5	7	2
Specific learning objectives	1	1	1	1	1	1	1	1	7	5	7
Professor's grading system	3	3	7	5	2	2	3	2	2	2	4
Number of assignments	4	6	5	3	5	6	4	5	3	3	3
Professor' personality	7	5	2	7	7	5	2	6	1	1	1

Represents the ranking given by the majority of the group.

TABLE IV

* RANK-ORDERED RESPONSES OF INSTRUCTORS AT SEVEN CAMPUSES (LACC-1975)

QUESTION 2:

AS A PROFESSOR, WHAT QUALITIES DO YOU WANT YOUR STUDENTS TO GAIN?

Response \ Campus Location	Cp Long	Cp Stnly	OSAN	Taegu	Cp Hump	Y-san	Pusan	LACC Composite	Robert's Study		
									Urban	Suburban	Rural
An appreciation for learning	3	2	2	1	2	1	2	2	3	4	4
The ability to evaluate Critically and objectively	1	1	1	2	1	2	1	1	1	1	1
Sensitivity to a world of beauty	4	4	6	6	6	6	6	6	6	6	6
A feeling for the people with whom they interact	2	3	4	5	3	4	3	3	4	3	3
A sense of social consiousness	6	6	5	4	5	3	4	5	5	5	5
A conscious awareness of self	5	5	3	3	4	5	5	4	2	2	2

*Represents the ranking given by the majority of the group.

Given the demography of the LACC student body the results were expected. The military student is motivated, mature and success oriented. He is interested in career enhancing courses first. With his limited time, "learning objectives" are most relevant to him. Unlike his civilian counterpart he does not expect to have difficulty in coping with personality differences in an instructor. There was a nearly unanimous choice of this response, no other response was a close alternate. However, the second ranked choice supported the first. "Reading requirements" are also important to our beginning college student whose time is limited and is often further shortened by military requirements. Equally as clear was the ranking of seventh for "Friends in class." The LACC student does not see off-duty education as a social event and like most evening students is not likely to know other students prior to the first class meeting.

Drawn from the same population as the students, the instructor's responses were also predictable. They too saw learning objectives as the prime interest of students. But, the natural egotism of this group was present with "personality" ranked second. Individual campus results did not always disagree with the Robert's group on the ranking of this response. The selected ranking did not have a wide margin of majority and the collective totals pushed it to the number two position. Again like the students, they also saw "friends in the class" as the last interest though they were less positive about this ranking.

The Robert's study asked a second question of instructors, "What qualities do you want your students to gain"? Here we found some agreement on all rankings. The Chi-Square values obtained were not significant at the .01 level. On this question we accepted the hypothesis. LACC instructors ranked "appreciation for learning" second as a logical support of the first choice (Aab (Ability to evaluate).

With a finding of a difference in our LACC groups a look at the expectations of the students was in order. A second question "What should the community college help students acquire" was asked of the students (Table V). It's purpose was to validate the response to the first question and to gain insight into student expectations. Given the rankings in Question 1, the selection of "Knowledge and skills directly applicable***." as first choice was valid. Although individual campuses varied on their fourth, fifth, and sixth choices only one ranked any of the remaining responses higher than fourth. The Osan group was small and the results were slightly different than the others but not significantly so. It appears that the LACC student is pragmatic in his approach to off-duty education, even when he is not sure of his own end goals, and is not swayed by intangible values.

Finally, we compared the extent of agreement between students and faculty on Question 1. As pointed out earlier, coming from the same society an agreement on the first and last choices was not unexpected. However, more

TABLE V

RANK-ORDERED RESPONSES OF STUDENTS AT SEVEN CAMPUSES (LACC-1975)

QUESTIONS 2:

WHAT SHOULD THE COMMUNITY COLLEGE HELP STUDENTS ACQUIRE?

Response \ Campus Location	Cp Long	Cp Stnly	OSAN	Taegu	Cp Hump	Y-san	Pusan	Composite
Knowledge and Skills Directly Applicable to their careers	1	1	1	1	1	1	1	1
An understanding & mastery of some specialized body of knowledge	2	2	5	2	2	2	2	2
Preparation for further formal education	3	3	3	3	3	3	3	3
Self knowledge and personal identity	4	6	4	6	5	4	6	5
A broad general education	5	4	2	4	4	5	4	4
Knowledge and interest in community and world problems	6	5	6	5	6	6	5	6

* Represents ranking given by the majority of the group.

insight can be gained from the disagreements. Students logically ranked "reading requirements" second. Instructors on the other hand did not recognize this as an important concern and ranked it sixth. Similiarly they misjudged "personality" as a factor, students placing it next to last. Also a wide disparity was the ranking given to "number of assignments."

RECOMMENDATIONS

The purpose of this study was simply to compare student/faculty expectations as the basis for more specific inquiries by LACC administrators. At this point we cannot answer questions about LACC's ability to satisfy student goals. Because our student is older, more mature, and goal oriented he probably achieves minimally satisfactory progress without institutional help.

As military tours in the Republic of Korea are lenghtened it will be possible for students to complete programs here. In this event more involvement by LACC administrators and faculty would appear desireable. In this regard the following recommendations are offered:

A. Use the profile developed here as the basis for follow-on work to refine the profile and identify in detail the nature of the LACC student.

B. Explore the possiblity of limited faculty involvement in student affairs and academic counseling.

C. Consider a study to measure achievement by students entering under relaxed entrance requirements and evaluate the possible actions open to LACC to improve them.

BIBLIOGRAPHY

Blai, Boris, Jr. "2 Year College Faculties - their values & perceptions [and] Values and perceptions of public and private Jr. College students." Harcum College, Bryn Maw, 1973.

Gallop, George, A Guide to Public Opinion Polls, Princeton: Princeton University Press, 1948.

McKenzie, George, et al. "The Nature of the Learner: A Study of Selected Elpaso Community College Evening Students." Unpublished Practicum, Nova University, Ft. Lauderdale, 1975.

Moore, William J., Against the odds, San Francisco: Jossey Bass, 1970.

Park, Yong. Junior College Faculty: Their Values and Perceptions, American Associaton of Junior Colleges, Washington, D. C. 1971.

Stephen, Frederick and Phillp McCarthy, Sampling Opinions: An Analysis of Survey Procedure, New York: John Wiley and Sons, Inc., 1958.

Washington State Board for Community College Education, Counseling: Bridging the Gap Between Reality and Expectations, Seattle, 1973.

APPENDICES

APPENDIX A
SAMPLE STUDENT SURVEY FORM

AS A STUDENT, WHAT DO YOU LOOK FOR **WHEN** YOU ENTER A CLASS FOR THE FIRST TIME?

RANK 1 - 7

☐ a. COURSE READING REQUIREMENTS

☐ b. TYPES OF TESTS GIVEN

☐ c. A FRIEND IN THE CLASS

☐ d. SPECIFIC LEARNING OBJECTIVES

☐ f. NUMBER OF REQUIREMENTS

☐ g. PROFESSOR'S PERSONALITY

WHAT SHOULD THE COMMUNITY COLLEGE HELP STUDENTS ACQUIRE?

RANK 1 - 6

☐ a. KNOWLEDGE AND SKILLS DIRECTLY APPLICABLE TO THEIR CAREERS

☐ b. AN UNDERSTANDING AND MASTERY OF SOME SPECIALIZED BODY OF KNOWLEDGE

☐ c. PREPARATION FOR FURTHER FORMAL EDUCATION

☐ d. SELF KNOWLEDGE AND PERSONAL IDENTITY

☐ e. A BROAD GENERAL EDUCATION

☐ f. KNOWLEDGE AND INTEREST IN COMMUNITY AND WORLD PROBLEMS

FOR OFFICE USE ONLY

CAMPUS LOCATION _____

CARD NUMBER [ ][ ][ ][ ][ ]

STATUS:

- [ ] (1) MILITARY
- [ ] (2) MILITARY DEPENDENT
- [ ] (3) GOVT EMPLOYEE
- [ ] (4) OTHER

SEX:

- [ ] (1) MALE
- [ ] (2) FEMALE

MARITAL STATUS:

- [ ] (1) MARRIED
- [ ] (2) SINGLE

AGE:

- [ ] (1) 18 - 22
- [ ] (2) 23 - 27
- [ ] (3) 28 - 32
- [ ] (4) 33 - 37
- [ ] (5) 38 - 42
- [ ] (6) OVER 43

ACADEMIC MAJOR:

- [ ] (1) ENGINEERING
- [ ] (2) HUMANITIES
- [ ] (3) SOCIAL SCIENCE
- [ ] (4) VOCATIONAL/TECHNICAL
- [ ] (5) PHYSICAL SCIENCE
- [ ] (6) UNDECIDED

ACADEMIC STANDING:

- [ ] (1) 0 - 15 CREDIT HOURS
- [ ] (2) 16 - 30 CREDIT HOURS
- [ ] (3) OVER 30 CREDIT HOURS

WHY ARE YOU ENROLLED IN THIS COURSE?

- [ ] (1) IT IS A REQUIRED COURSE
- [ ] (2) THE ONLY COURSE OFFERED
- [ ] (3) INTERESTED IN THE SUBJECT

DOES THE COURSE FIT INTO YOUR OVERALL PROGRAM?

- [ ] (1) YES
- [ ] (2) NO

APPENDIX B
SAMPLE INSTRUCTOR SURVEY FORM

AS A PROFESSOR, WHAT DO YOU THINK STUDENTS LOOK FOR WHEN THEY ENTER A CLASS FOR THE FIRST TIME?
RANK 1-7

_____ Course reading requirements

_____ Types of tests given

_____ Friends in the class

_____ Specific learning objectives

_____ Professor's grading system

_____ Number of assignments

_____ Professor' personality

UNIVERSITY OF CALIF.
LOS ANGELES
DEC 3 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES

AS A PROFESSOR, WHAT QUALITIES DO YOU WANT YOUR STUDENTS TO GAIN? (RANK 1 - 6)

_____ An appreciation for learning

_____ The ability to evaluate critically and objectively

_____ Sensitivity to a world of beauty

_____ A feeling for the people with whom they interact

_____ A sense of social consiousness

_____ A conscious awareness of self